

DOCUMENT RESUME

ED 296 601

FL 017 513

TITLE Foreign Language/Intercultural Program. Your Neighborhood and Mine (Second Grade). DS Manual 2659.2.

INSTITUTION Dependents Schools (DOD), Washington, D.C.

PUB DATE Apr 88

NOTE 3lp.; For related documents, see FL 017 511-520.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Citizenship Education; Class Activities; Classroom Techniques; *Community Characteristics; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; Experiential Learning; Field Trips; Grade 2; *Neighborhoods; Primary Education; Second Language Instruction

IDENTIFIERS *Dependents Schools

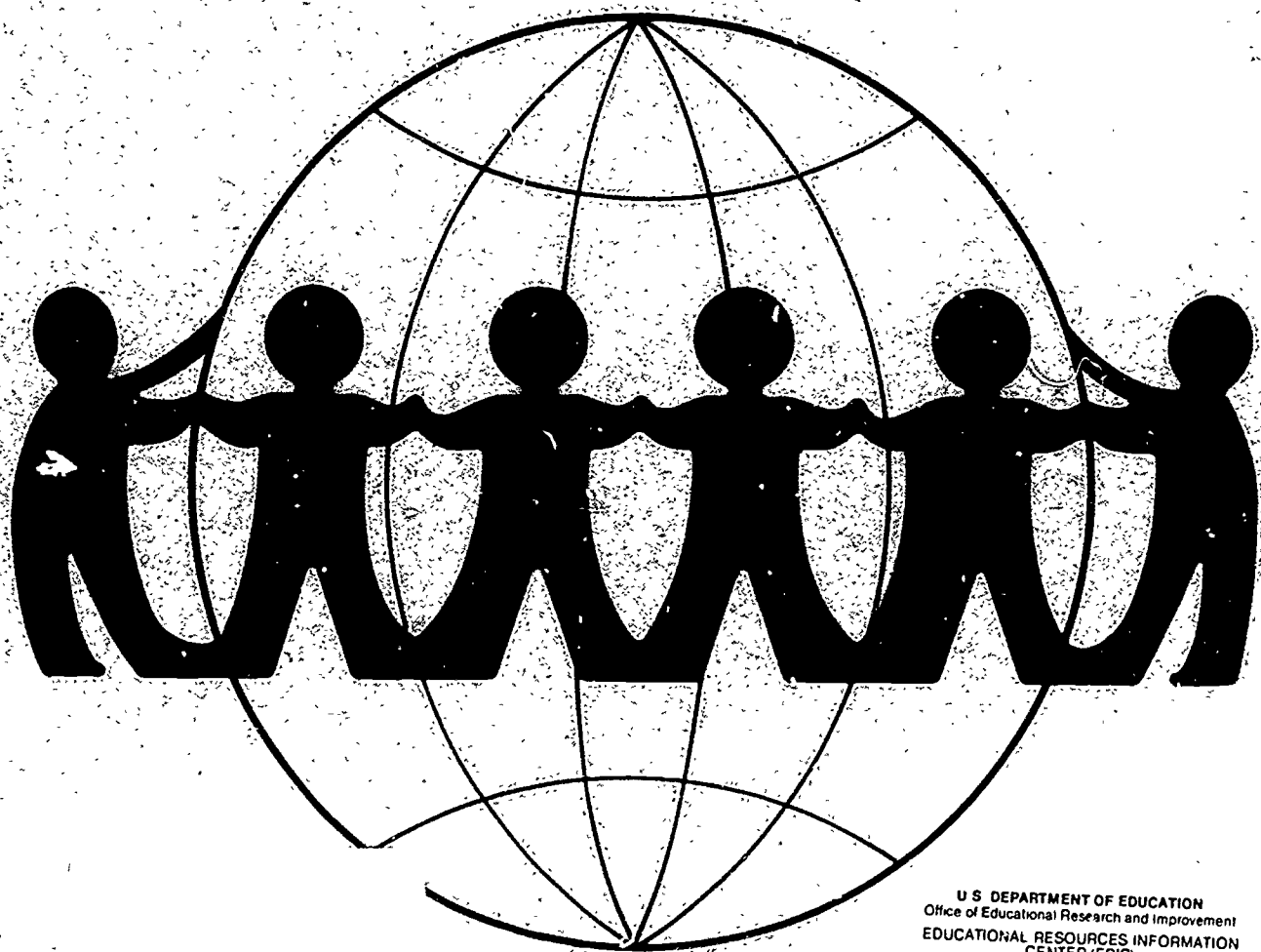
ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The second grade guide contains units on life in neighborhoods, including the characteristics of a neighborhood, neighbors needing neighbors, environmental aspects of the neighborhood, cultural aspects, safety rules, transportation, communication, and changes in the neighborhood. The guide is illustrated with student art. (MSE)

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FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM

ED 296601



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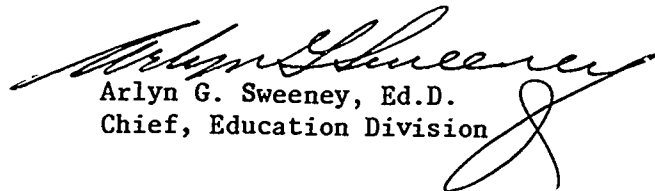
YOUR NEIGHBORHOOD AND MINE (Second Grade)

PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinator representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.


Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

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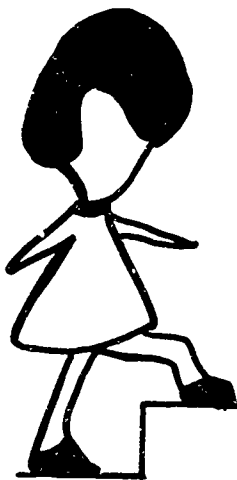
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TOPICS:

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INTRODUCTION

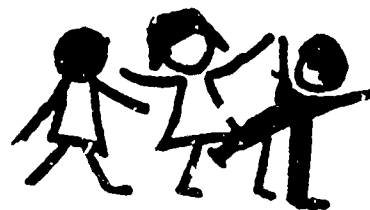
In the second grade Your Neighborhood and Mine which includes the host nation and U.S. neighborhood will be emphasized. The neighborhood includes the immediate area near the DoDDS school and housing. A minimum of 80 minutes per week should be allotted to intercultural instruction activities in second grade.



Paul Balancio
Shirley Lanham Elementary School
Japan

"Slowly and Steadily Ahead"

Age 7



The total growth and development of students includes an awareness of the world around them. Second graders are more adjusted to the school situation now and are ready to experience new things.

Although these children are full of energy, the host nation teacher must keep in mind that this age child also tires easily and shows fatigue during afternoon sessions. Active play should be balanced with quieter activities. Second graders love to participate in many different kinds of activities. Because large muscles are still more developed than small muscles, these children need the practice in developing fine motor skills as well as manipulating objects to aid them in their learning.

Books and stories satisfy their needs and interests, providing them with pictures and information on a variety of subjects. Stories about other children, animal stories, and nature stories are highly motivating for second graders. They love to listen, especially to stories in the host nation language which are similar to familiar stories in English. Fairy tales, myths, and poetry are all favorites; however, they also want to know about real things, how they work and why they happen.

Children at this age not only enjoy listening to learn, but also like others to listen to them. They expect to have opportunities to talk, anticipating the praise that comes from their audience. Although they can listen for longer periods now they have a tendency to get bored easily. Motivation by the host nation teacher is a key factor in their interest level and learning.

Because active participation is necessary for these students, learning language through songs and games becomes a lasting experience for them. They also enjoy drawing to recreate stories.

Second graders enjoy being independent. They want their turn in games and often demand it. Although very competitive, they are also very sensitive to criticism. They need to be liked, especially by their teacher.

They are beginning to develop a sense of time so are interested and ready for the host nation calendar and clock vocabulary. They are developing a sense of right and wrong, but still are not fully clear about honesty. Somewhat of perfectionists, second graders value their erasers as much as their pencils, constantly trying to make something look better when doing written work. Limited amounts of written work should be used in the host nation program at this level.

Second graders are eager to learn. Knowing their needs and stages of development, the host nation teacher can concentrate on their best avenues for learning. This awareness of second graders on the part of the host nation teacher aids in the teaching of awareness of the world around them.

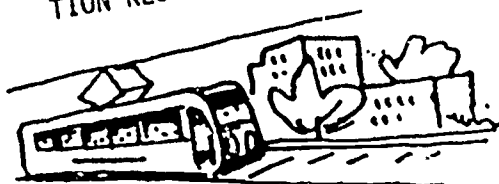
Every Student should



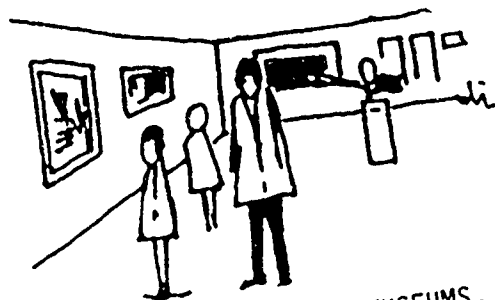
EAT A MEAL IN A
TYPICAL HOST NA-
TION RESTAURANT.



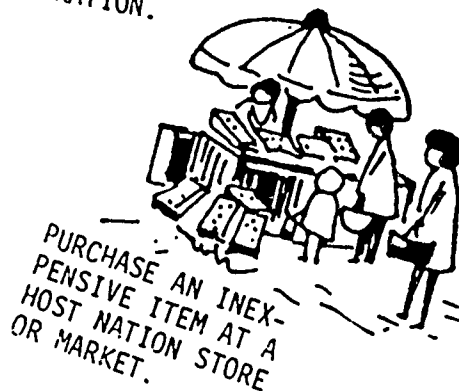
PARTICIPATE IN A LOCAL
COMMUNITY FESTIVAL OR
OTHER UNIQUE HOST NA-
TION CELEBRATION.



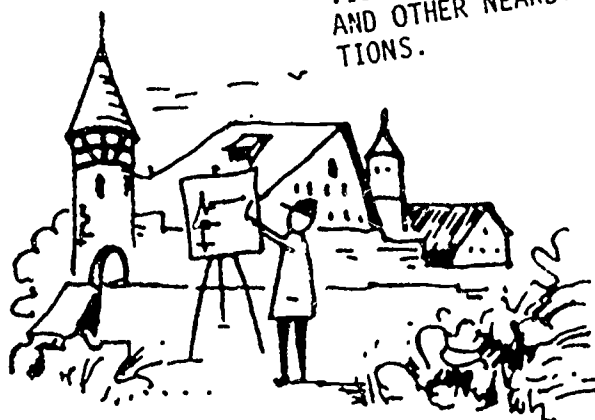
RIDE A LOCAL BUS,
TRAIN, OR STREETCAR.



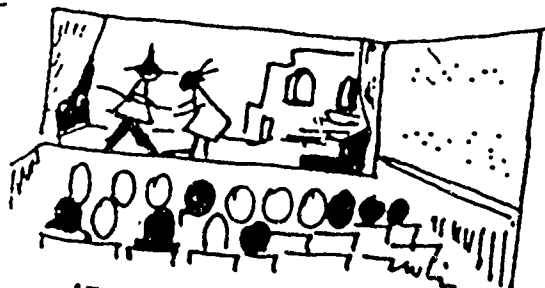
VISIT MUSEUMS, GALLERIES,
AND OTHER NEARBY INSTITU-
TIONS.



PURCHASE AN INEX-
PENSIVE ITEM AT A
HOST NATION STORE
OR MARKET.



SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN
SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH
HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.



ATTEND A PLAY, OPERA,
CONCERT OR OTHER
LOCAL PERFORMANCE.

TOPICS:

I. Characteristics of a neighborhood

A WISH OR TWO

If I had a wish or two,
I'd wish for skies that are
always blue,
For raindrops and roses and
rainbows too,
For countries to love and countries
to share.
For inflation to go down and
pollution too,
If I had a wish or two.

Kara Mitzel
Seoul Elementary
School
Korea

- A. What is a neighbor?
 - 1. United States neighbor
 - 2. Host nation neighbor
- B. What is a neighborhood?
 - 1. United States neighborhood
 - 2. Host nation neighborhood
- C. Similarities and differences in United States and host nation neighborhoods
 - 1. People
 - 2. Home
 - 3. Activities
 - 4. Food
 - 5. Services
 - 6. Clothing
 - 7. Special rules

OBJECTIVES:

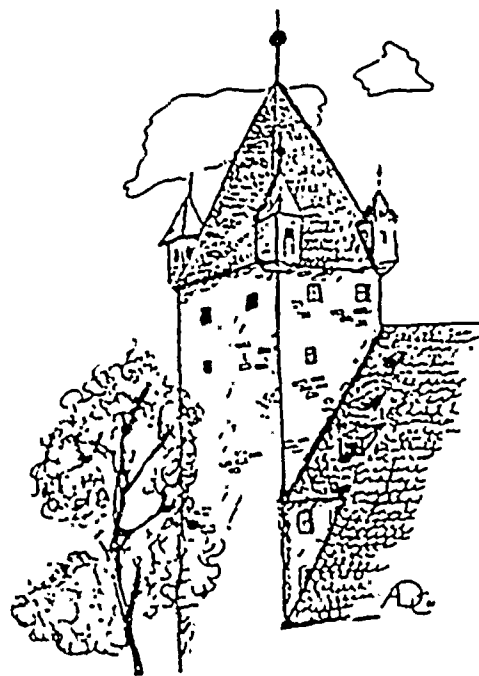
- o Discover the similarities and differences between the host nation and one's own neighborhood.
- o Define neighbors and neighborhoods in the host nation.
- o Compare similarities of the host nation neighborhoods to U.S. neighborhoods.
- o Identify differences between host nation neighborhoods and U.S. neighborhoods.
- o Answer simple questions in the host nation language related to neighborhoods.
- o Demonstrate a sense of pride in their neighborhood and its accomplishments.
- o Use songs, dances, games, and stories related to the host nation neighborhood.

ACTIVITIES:



1. Make a mural of the host nation neighborhood, showing various elements: stores, homes, schools, hospitals, religious sites, post office, fire station, playgrounds, etc.
2. Construct dioramas comparing the host nation and U.S. neighborhoods.
3. Make simple puppets to represent host nation and U.S. neighbors. Practice a script using greetings, common courtesies, and farewells in the host nation language. Perform for the class and other classes.
4. Sing songs related to neighborhood in host the nation language.
5. Read, Nothing Ever Happens on My Block (showing awareness of happenings in a neighborhood) plus related stories from the host nation.
6. Play the game of "Catch" to learn host nation vocabulary related to neighborhoods.
 - a. Write a list of words on board.
 - b. The teacher throws a ball. The child catches the ball and reads the first word on the list. If the child misses the word, the ball is passed on to the next child.
7. Make a model showing streets and three dimensional important buildings such as homes, schools, and stores in the host nation neighborhood. Use a toy figure made from a popsicle stick to portray an individual who travels the route from home to school. Do the same with a toy bus.
8. Do a water color picture with black cut-out silhouettes portraying buildings in the local neighborhood.

9. Take a study trip through the host nation neighborhood to observe different kinds of buildings. Upon return to the school, make sketches to show what the buildings looked like: tall, large, different kinds of homes, windows, doors, gardens, etc.



Tony DiCaprio
Nuernberg High School
Germany

10. Make posters in English and in the host nation language emphasizing the need to keep neighborhoods clean.

11. Draw pictures showing U.S. and host nation families involved in family activities.

12. Bring in family photographs and display them on a classroom bulletin board label the activities in English and the host nation languages.

13. Play the "Address Game." Practice saying student's full name and address in the host nation and U.S. neighborhoods.

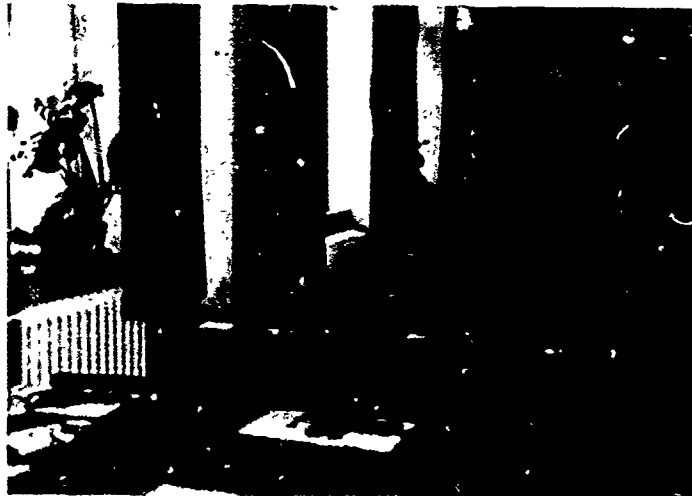


James Shohet
Muenster Elementary
School
Germany

TOPICS:

II. Neighbors need neighbors

- A. Needs and wants of neighbors
 - 1. Food
 - 2. Shelter
 - 3. Clothing
- B. Neighborhood workers
 - 1. Hired workers
 - 2. Volunteer workers
- C. Neighborhood goods and services
 - 1. Schools
 - 2. Banks
 - 3. Post office
 - 4. Fire station
 - 5. Restaurants
 - 6. Religious sites
 - 7. Hospitals
 - 8. Transportation company
 - 9. Stores



Muenster Elementary School
Germany

OBJECTIVES:

- o Join in study trips to host nation sites.
- o Identify the similarities and differences of the needs and wants of both U.S. and host nation people.
- o Distinguish between volunteer and hired workers in the host nation.
- o Show a respect for individuals and their rights in the host nation neighborhood.
- o Differentiate between workers who produce goods and those who provide services in the neighborhood.
- o Explain the need for neighborhood protection system (police, firefighters, doctors, etc.)
- o Compare the interdependence of the local U.S. neighborhood and the host nation neighborhood.
- o Compare the monetary system in the host nation to U.S. currency.




ACTIVITIES:

1. Have students list the basic needs of their families and the host nation families.
2. Visit a market in the host nation community and purchase something at the market.

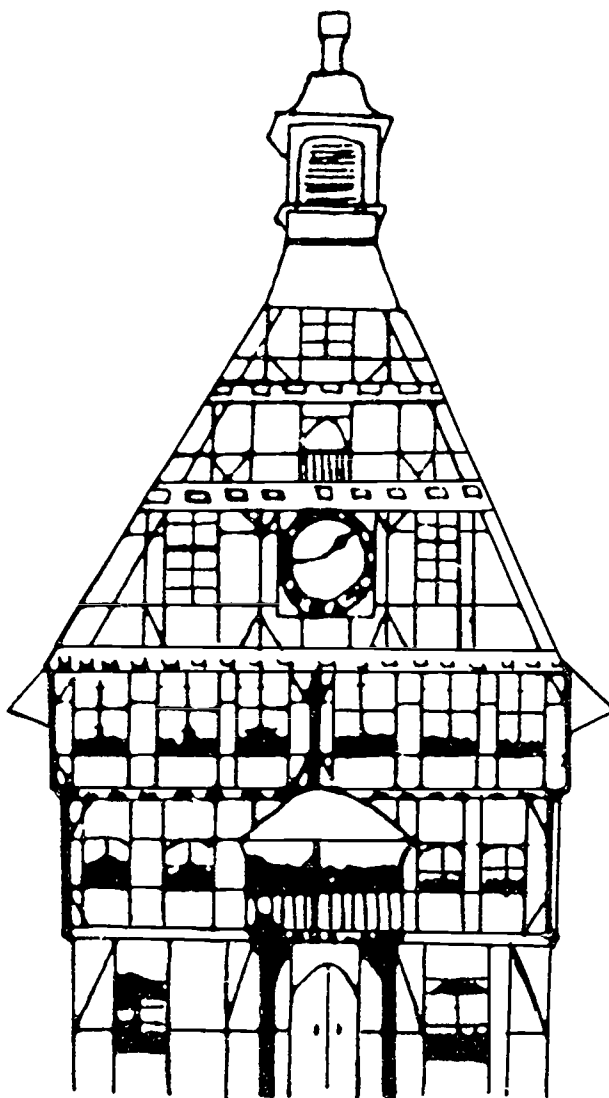


Adam Shohet
Muenster Elementary School
Germany

3. Make a list of neighborhood helpers.
4. Invite neighborhood volunteer workers into the classroom to describe services they provide. Discuss how students can volunteer.
5. Prepare a bulletin board to show where neighborhood services and goods are located.
6. Dramatize the role of neighborhood workers.
7.  Visit a bank in the host nation neighborhood. Collect host nation money of various values to use in role playing. Then visit the American bank on the base and compare.
8. Read: The Tenth Good Thing About Barney, portraying neighbors helping in time of need and other related host nation stories.
9. Sing songs about several occupations in the host nation neighborhood.
10. Choose a host nation game as a free time activity.
11. Invite the school secretary to explain a secretary's job and duties in dealing with U.S. and host nation people.

12. Make mobiles showing various buildings and related goods and services; for example, a bank with people, vaults, checks, etc.

13. Make word cards appropriate for each mobile to study and practice the host nation vocabulary. These word cards might be for a fire station and include cards for fire persons, fire trucks, hoses, fire pole, fire dog, etc.



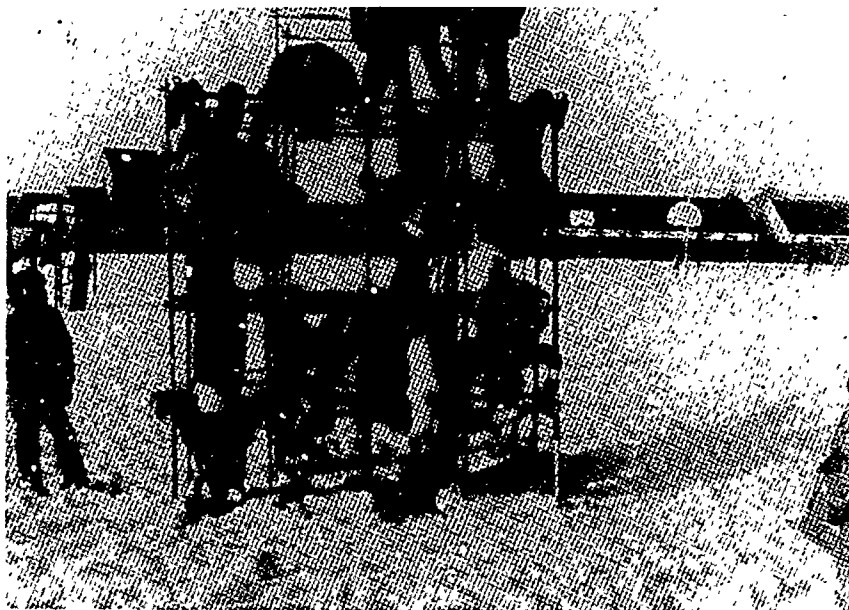
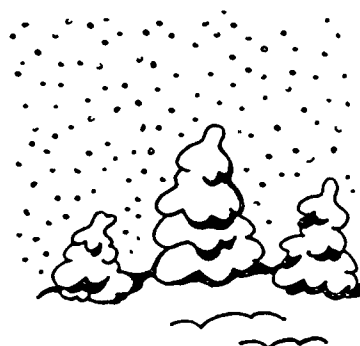
RATHAUS (Ink Pen)

Marcus Patrinicola
Augsburg Elementary School
Germany

TOPICS:

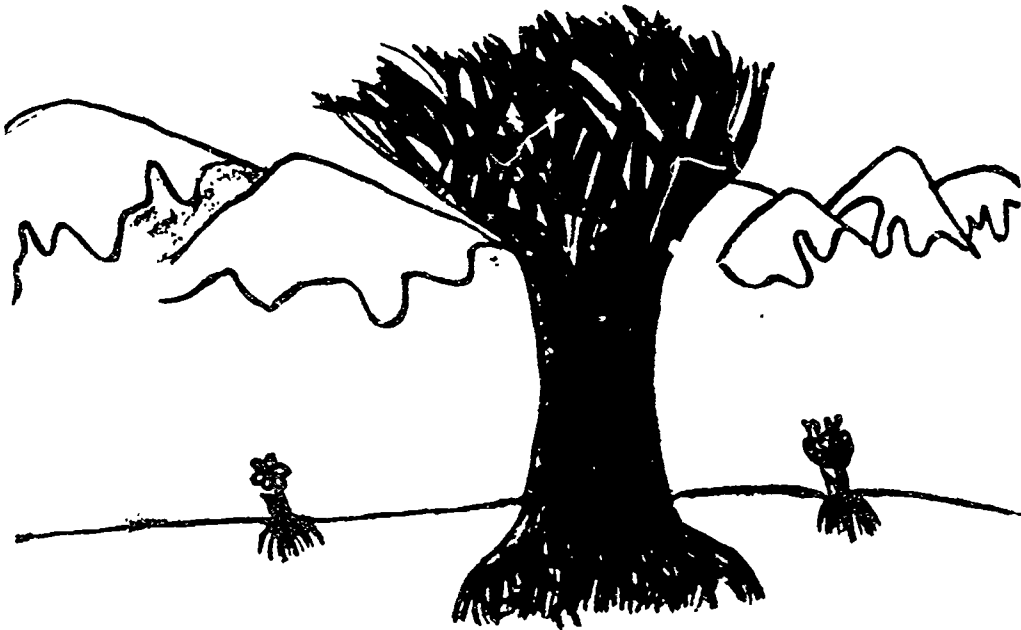
III. Environmental aspects of the neighborhood

- A. Climate
 - 1. Seasons
 - 2. Weather
- B. Natural resources
 - 1. Plants
 - 2. Animals
 - 3. Minerals
- C. Manmade resources
 - 1. Buildings
 - 2. Playgrounds
 - 3. Gymnasiums
 - 4. Parks
 - 5. Pools
 - 6. Roads
- D. Land features
 - 1. Mountains
 - 2. Deserts
 - 3. Valleys
 - 4. Plateaus
 - 5. Plains
 - 6. Islands
 - 7. Oceans
 - 8. Rivers



OBJECTIVES:

- o Identify differences in the geography and climate that affect lifestyles of the people living in the host nation neighborhood.
- o Recognize that the concept of beauty has many different culturally acceptable meanings (art of nature).
- o Describe how people in the host nation neighborhood interact to the resources available to them.
- o Identify differences between the U.S. and the host nation recreational facilities for children.
- o Explain the symbols representing natural features on a map of the host nation neighborhood.
- o Locate on a map the land features of the host nation neighborhood.
- o Practice the host nation language with native speakers.



Mayumi Thompson
Arnn Elementary School
Japan

ACTIVITIES:

1. Make a bulletin board showing host nation lifestyles and U.S. lifestyles in changing seasons.
2. Select a setting near the school and observe it at each season to note the changes in nature.
3. Take a study trip to collect leaves, grasses, stones, flowers, shells, anything available in the host nation area. Display the items found in a classroom exhibit and label in the host nation language.



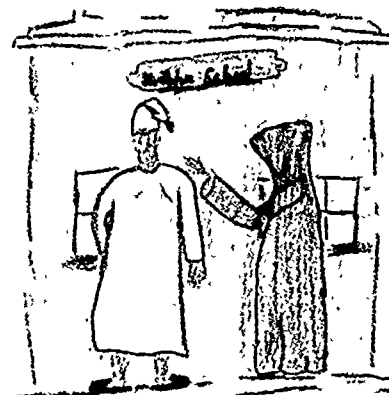
Rumi Seabury
Dewey High School
Philippines

4. Do spatter painting of various leaves found in neighborhood. Have students match paintings to real leaves.
5. Read, Once a Mouse, showing how climate and environment determine living style and housing, plus other related host nation stories.
6. Visit a host nation zoo to study different animals. Use the host nation language during the trip. Followup with a clay project to make zoo animals.
7. Sing a variety of songs about natural resources in the host nation language.
8. Play various host nation seasonal games.
9. Illustrate My Favorite Host Nation Games.
10. Cut out pictures from host nation magazines and newspapers to show host nation sports and games.
11. Invite a well known sports person to visit and explain what he/she does (or others like a weather man, carpenter, etc.).
12. Provide a simple map of a host nation neighborhood to locate land features.
13. Make up symbols to identify the land features on different maps of the host nation neighborhood.

TOPICS:

IV. Cultural aspects of the neighborhood

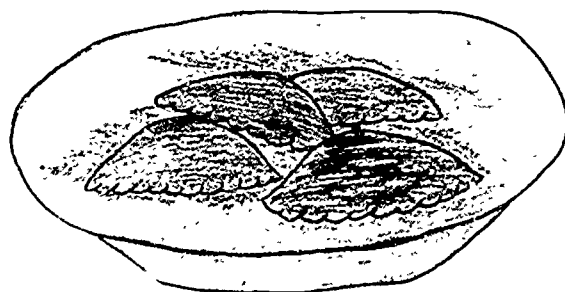
- A. Language
 - 1. Oral
 - 2. Written
- B. Traditions
 - 1. Holidays
 - 2. Literature
 - 3. Art
 - 4. Music
- C. Customs
 - 1. Home
 - 2. School
 - 3. Religious sites
 - 4. Social events
- D. Flag
 - 1. The host nation and United States flag
 - 2. Rules for displaying them
- E. Education
 - 1. Similarities
 - 2. Differences



Joey Abramo
Bicester Elementary
School
England

OBJECTIVES:

- o Practice host nation customs and traditions.
- o Assist in planning an exchange with a partner school.
- o Explain selected songs and dances from the host nation culture.
- o Prepare a host nation dish.



Michelle Berry
Balboa Elementary
School
Panama

- o Recognize personal benefits gained from friendship with people of the host nation.
- o Explain the value of learning a foreign language as a tool for communicating with people in the host nation.
- o Create works of art in the given styles and characteristics of the host nation.
- o Compare several folk tales and fairy tales of the host nation to U.S. stories.
- o Describe the special holidays that are unique to the host nation.
- o Follow simple oral directions in the host nation language.

ACTIVITIES:

1. Perform traditional songs and dances of the host nation.
2. Read short paragraphs in the host nation language and have students pick out familiar host nation words.
3. Practice speaking host nation vocabulary to order from a menu.
4. Practice courtesy words through role playing a restaurant setting.
5. Take a study trip to eat out at the restaurant and have students order from the menu.
6. Make an illustrated copybook to which new words can be added under different headings.
7. Use picture cards with host nation vocabulary to teach the host nation language.
8. Role play a folk tale or fairy tale of the host nation.



Alexander Leaman
Lake Elementary School
England

9. Read, The Story of Ferdinand, showing how cultural environment influences recreation. Read other related host nation stories.
10. Organize an exhibit of local handicrafts. Involve students in making some of the simpler crafts.
11. Make and dress paper dolls in costumes of the host nation. Use them for bulletin board displays with names of clothing labeled in both the English and the host nation language.
12. Illustrate host nation festivals, using drama, dances, posters, drawings, etc.

13. Prepare a calendar to show host nation holidays.
14. Have a tasting party. Invite a class from a host nation school to participate. Followup with a bulletin board display, Food for Thought, comparing the dishes of the United States and the host nation.
15. Prepare a simple host nation dish and invite the principal(s) and office staff to a luncheon.
16. Celebrate monthly birthdays with host nation customs and traditions.
17. Make a host nation flag and display it in hallways. Describe how it was made, and the significance of symbols and colors. Compare it to the U.S. flag. Talk about how they are displayed, when and why.
18. Visit a host nation school and compare the classrooms and the work to U.S. classrooms.



TOPICS:

V. Safety rules in the neighborhood

A. School rules

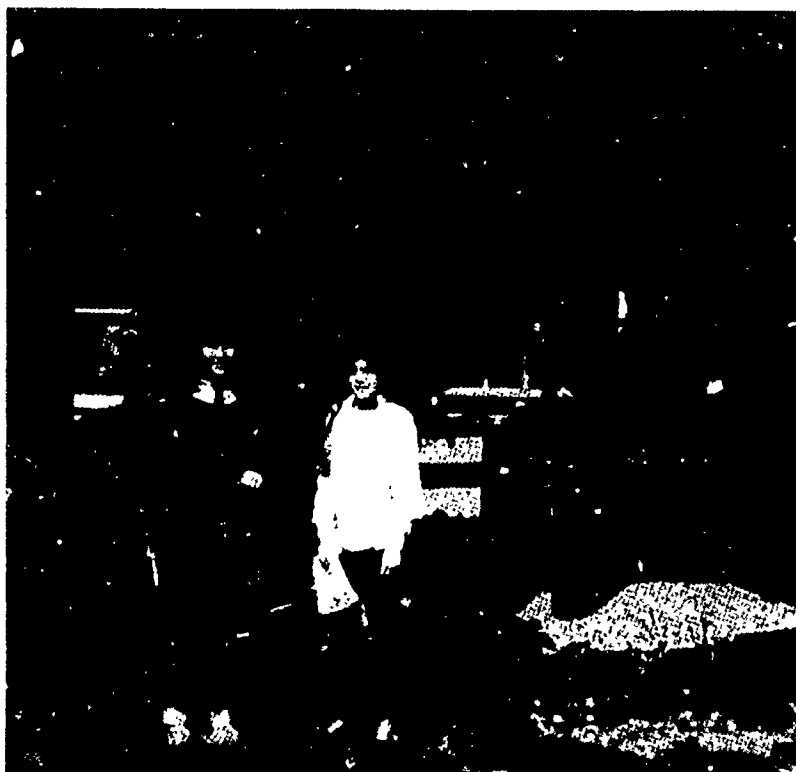
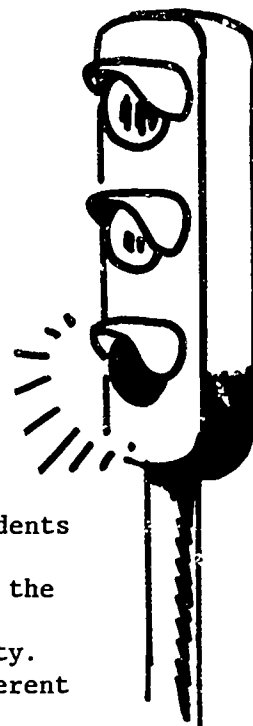
1. United States
2. Host nation

B. Neighborhood rules

1. Fire safety
2. Traffic safety
3. Pedestrian safety
4. Seasonal safety
5. Personal safety

OBJECTIVES:

- o Explain the rights and responsibilities of students in U.S. schools and host nation schools.
- o State the safety rules in school, home, and in the neighborhood.
- o Follow the U.S. and host nation rules for safety.
- o Recognize the need for different rules in different seasons.
- o Describe the need for laws and rules in a neighborhood.



ACTIVITIES:

1. Make traffic signs and use them in role playing situations in which students act as the policemen, vehicles, and pedestrians.
2. Sing songs about safety in host nation language.
3. Take a walk through a neighborhood and observe signs for safety.
4. Play host nation games to use some new rules which everyone must follow.
5. Play "What If" Present "What If . . ." situations for discussion, for example, a stranger asking directions. Focus on personal safety.
6. Read The Six Swans about how rules result in harsh punishment, plus other related host nation stories.
7. Make a Safety First bulletin board portraying important traffic signs for traveling around the neighborhood. Label the signs in English and in the host nation language.



TOPICS:

VI. Transportation in the neighborhood

A. Modes of transportation

1. Air
2. Water
3. Land



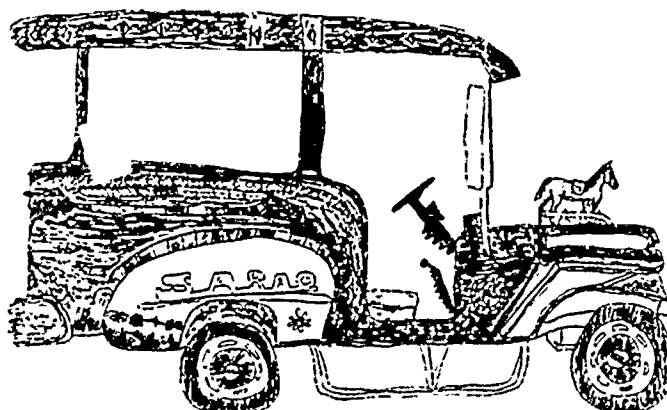
Carlo Vidal
Kadena High School
Okinawa, Japan

B. Problems of transportation

1. Heavy pedestrian traffic
2. Congested areas
3. Pollution
4. Irresponsible drivers and pedestrians

OBJECTIVES:

- o Identify traffic signs and traffic rules of the host nation.
- o Identify main means of travel in the host nation.
- o Recognize different driving habits and traffic rules for vehicles and pedestrians in United States and host nation.
- o Recognize problem areas in the environment of the host nation.
- o Identify reasons why people move from one neighborhood to another.
- o Translate words for transportation into the host nation language.



Kara Saunders
Wagner Middle School
Philippines

ACTIVITIES:

1. Compare advantages and disadvantages of traveling in different ways: air, bus, train, ship, car.
2. Make a graph showing different modes of travel used by students. Compare travel to school and travel during vacation time.
3. Read books and stories showing various kinds of transportation in the host nation.
4. Show filmstrips or slides of different modes of transportation in the host nation.
5. Discuss favorite modes of travel in the host nation and draw pictures for display.
6. Invite a bus driver to speak about his role in student and traffic safety. This can help build images of important persons in the host nation neighborhood.
7. Visit an airport, bus depot, railroad station, harbor. Look for signs in the host nation language.
8. Take a trip to a busy street and observe different kinds of transportation.
9. Make a bulletin board showing a huge truck transporting word blocks with host nation vocabulary. Ask students, if they can unload this truck by reading the host nation vocabulary?



TOPICS:

VII. Communication in the neighborhood

A. Verbal communication

1. People
2. T.V.
3. Radio
4. Telephone



B. Nonverbal communication

1. Newspapers
2. Magazines
3. Letters
4. Signs and symbols
5. Gestures and sign language

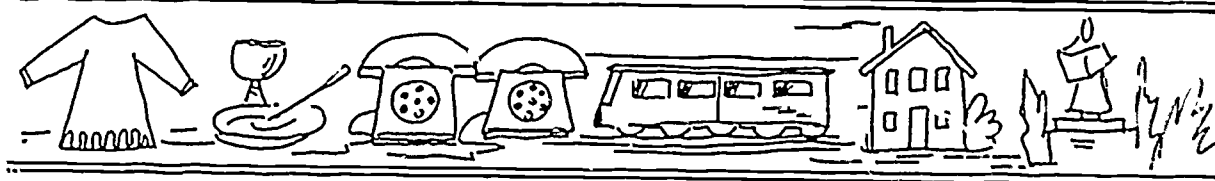
OBJECTIVES:

- o Demonstrate a tolerant attitude toward values and opinions of others.
- o Identify words from a host nation Radio/T.V. program.
- o Compare host nation and U.S. newspaper and magazines for similarities and differences.
- o Interpret the ways in which the performing arts influence a culture.
- o Explain that certain values expressed in the arts are universal.
- o Recognize the variety of art work in the host nation media.



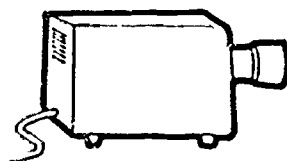
Ben Boonkrob
Yokota High School
Japan

" ALL AROUND US "



ACTIVITIES:

1. Use a play telephone to practice the host nation language between a host nation student and a U.S. student.
2. Use a tape recorder to practice greetings, songs, and poems in the host nation language.
3. Make simple cartoons about the host nation.
4. Role play a T.V. announcer on a host nation television show.
5. Videotape students participating in a radio question and answer program about the host nation.
6. Practice following directions using signs and symbols from the host nation.
7. Play games like "gossip" to practice the host nation language. Whisper a "message" in the child's ear. The child passes it along to next child until the message reaches the end of the line.
8. Play a game where the only means of communication are signs or written directions to answer simple questions about the host nation.
9. Display host nation newspapers and magazines to become familiar with headlines, pictures, and layout. Compare to U.S. papers and magazines.
10. Visit a host nation newspaper printing plant or T.V. station.



TOPICS:

- VIII. Changes in the neighborhood
- A. Geographical
 - B. Seasonal
 - C. Time
 - D. Past, present, and future

OBJECTIVES:

- o Explain how changes in the neighborhood affect the way a person lives in that neighborhood.
- o Compare past events to present day events in the host nation neighborhoods.
- o Describe how time changes and seasonal changes affect the recreational activities in the neighborhood.
- o Recognize how land features can change through man made changes and natural disasters.



ACTIVITIES:

1. Discuss how differences in land features could affect a student's neighborhood. Also, consider changes brought about by climate and seasons.
2. Make a mural showing how seasons change in the neighborhood. Show samples of how these changes affect the way the student lives.
3. Invite a resource person from a transportation company to outline problems of moving in and out of a neighborhood.
4. Consult family members or older persons in the host nation about the past.
5. Visit a museum or other historic site showing artifacts of the past and present of the host nation.

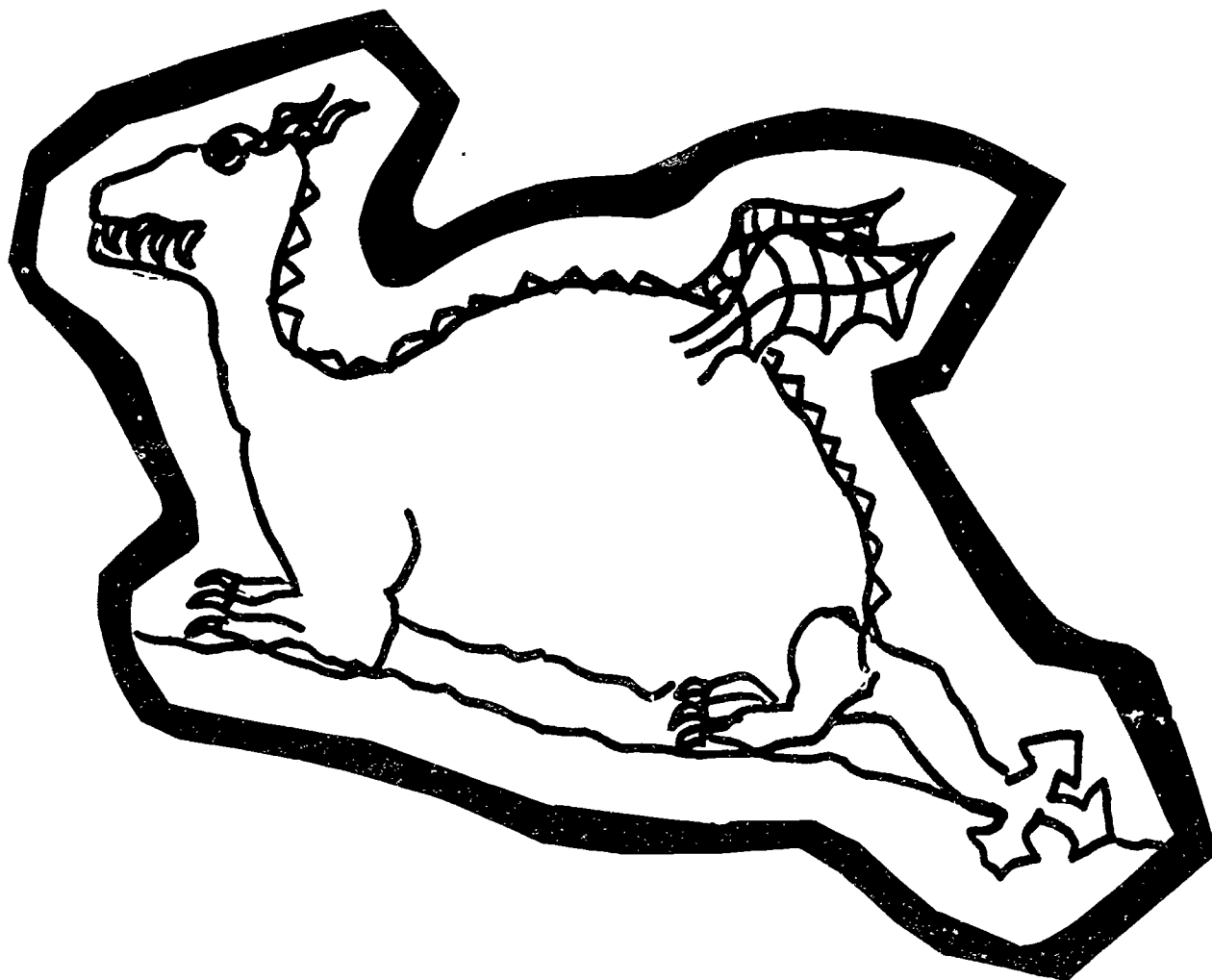


James Shohet
Muenster Elementary School
Germany

6. Make a mobile of host nation sports or games according to seasons.
7. Read, Mike Mullegan and his Steam Shovel, showing machinery modernization for progress, and The Gypsies are Coming, showing fears of newcomers in the neighborhood, plus other related host nation stories.

8. Make a bulletin board titled "New and Old". Contrast the past and the present to show how people can change their neighborhood in various ways: transportation, food, housing, warfare, clothing, religious practices, tools, jobs, etc.

9. Use folk tales and legends from the host nation to study "Old Ways" in the neighborhood of the host nation.



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Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)



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